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Africa

ADDRESS BY DR. C. T. LORAM OF THE  
NATIVE AFFAIRS COMMISSION, UNION  
OF SOUTH AFRICA, ON THE OCCASION  
OF A DINNER GIVEN IN HIS HONOUR  
BY THE PHELPS-STOKES FUND OF  
101 PARK AVENUE NEW YORK



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## ADDRESS BY DR. C. T. LORAM

DR. STOKES, LADIES AND GENTLEMEN,—

It is with mixed feelings that I rise to address you this evening. There is first, Sir, the gratitude which I owe to you for honouring me in this signal fashion. This is not the first time you and the Phelps-Stokes Fund have shown your goodwill towards me. You made me a member of the two great educational commissions which, under the able leadership of Dr. Jesse Jones, have, as it were, rediscovered Africa and have helped some of the colonial governments at least to fulfil their educational trusteeship. Recently, also, you have used me as your adviser in South and East Africa and have enabled me to secure for important African educators the enriching experience of visiting the best of the Negro institutions in the United States. On behalf of the long list of visitors whom you have guided and helped I offer you sincere and grateful thanks.

In the second place I am honoured by the presence here to-night of so many men and women distinguished not only in themselves but as representatives of the great American Foundations which have done so much for human betterment all over the world. What has struck me so forcibly in my recent visit to the Southern States has been the wise way in which your Foundations have helped the States to do their duty. I know how hard it is to overcome the *vis inertiae* of governments where the betterment of a subject race is concerned. The Foundations by their friendly attitude, by their abstinence from all desire to control affairs or to obtain publicity, and above all through the magnificent set of men whom they have enrolled in their service, have given the States an opportunity to express that sympathy for the black man and that sense of justice which are always latent in good men. I have seen many remarkable things in the South. I have admired the 'finish'

of Hampton. I have seen the greatness of Tuskegee. At Penn School, South Carolina, I believe I have found the ideal school and the model for African education. Yet it is not these that have made the greatest impression upon me. It is the fine spirit of the State educational officials. It is the splendid normal and county training schools I saw at work. It is the fact that North Carolina (and perhaps other States as well) is spending more money on Negro education to-day than it spent on both white and Negro education ten years ago. For this remarkable achievement I believe that the American Foundations are largely responsible.

The third and predominant feeling in my heart to-night is, however, one of anxiety—anxiety lest I fail to present my case to you in a sufficiently convincing manner. To some of you perhaps this is but *another* dinner presenting *another* appeal from *another* part of the world. To the many African officials and settlers who wish that continent well, to the thousands of missionaries and literally the millions of Natives it is a different matter altogether. On their behalf I am sounding out the Macedonian call, and if I fail to-night then Africa's salvation is the more delayed. I feel, however, that I shall not altogether fail, for my cause is good, and thousands are praying for my success.

Where then shall I begin? Africa has a great romantic history, many aspects of which would appeal to you to-night. Shall I speak of her ancient civilizations which prove, if proof be needed, that she can absorb another civilization even if it comes from the West? Shall I tell how Africa terrified the explorers and mystified the geographers of the Middle Ages so that they inserted in their strangely correct maps, 'Here are lions': 'Here are cannibals,' or shall I not rather tell you, 'Here are heathen': 'Here is witchcraft': 'Here is death'? Shall I unfold the wonderful story of African exploration coupled with that greatest of modern adventures—the suppression of the Slave Trade? Shall I ride my hobby

horse and lecture you on the ethnology and social anthropology of the Bantu, surely the most lovable of all primitive peoples? Shall I unfold the story of the partition of Africa and the exploitation of Africa's human and material resources? No, I do not propose to do any of these things. I prefer to follow the example of the great David Livingstone who, after his famous exploring journey in Africa, visited one of our great English universities and, speaking of a few of the chief needs of that vast continent, said with direct and arresting abruptness: 'Gentlemen, I beg to draw your attention to Africa,' and then with calm confidence in the effect of his words ended with the simple statement, 'I leave it to you.'

Ladies and Gentlemen, I beg to draw your attention to the needs of Africa. First and foremost is her need for health. Not for nothing was part of Africa called the White Man's Grave. Everywhere even to-day Africa is the Black Man's Grave. Vital statistics are difficult to obtain in Africa. People are born and people die without the knowledge of governments. Personally I distrust vital statistics regarding the Natives of Africa even when they come from so civilized a country as the Union of South Africa. It is generally believed that in the Belgian Congo and in East Africa where enquiries have been set afoot that the death rate of the Native people exceeds the birth rate. In my own travels in Central and East Africa I have questioned hundreds of Native parents regarding their children and am never surprised nowadays to find that half their children have died. I remember well how Dr. Jones asked a group of mothers in Nyasaland why it was that perhaps six or even seven of their babies died before they were a year old and how the fatalistic reply came 'It is the will of God.' 'What shall we do about it?' said Jones. 'We'll pray about it,' said the Christian mothers. No wonder that Dr. Jones puts Health as the first of his four Essentials of Education and writes about it as if



inspired. Thousands of Africans die unnecessarily every day. What shall *we* do about it? Pray, I am sure, but much more than pray. Already the missions and the Governments have moved. I wish I could tell you of the splendid work done by Dr. and Mrs. Cook in Uganda, or the fine move now being made by the Government in Kenya Colony, or the scientific approach developed by the Belgian Government in the Congo, besides the efforts of the other colonies and protectorates. The African is indeed thankful for it, but it is only a drop in the bucket when compared with the real need. Even in the Union of South Africa the recent Medical Commission on which I served reports that a thousand more doctors are wanted, and that many thousands of nurses and health workers are needed if we are to fight against the three deadly D's—Dirt, Disease and Death. Will America help us to make a demonstration of what can be done by repeating in South Africa what she has done elsewhere in the world and help us to train doctors and midwives and nurses to care for these people? \* *I leave it to you.*

One of the causes of the African's inability to resist disease is the poorness of his home and his low economic position. I doubt if any continent has such poor housing, such inadequate agriculture, such dearth of industry and such insanitary home surroundings as Africa. Allied with the health campaign there must go a movement to improve the home life of the African people. We need

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\* The plan now being considered by the South African Government is the creation of an African Medical Service with white doctors now being trained at the Universities of Capetown and Johannesburg, and black medical men and nurses to be trained at an institution to be created. The various Native hospitals belonging to the Government or to the missions and the Native wards of 'mixed hospitals' might be linked together. In connection with these dressing stations or health outposts in charge of nurse midwives and visited regularly by fully qualified medical men could be set up. The medical and nurse training institution to be set up might be made to serve the needs of the Eastern and Central African States as well.

more district visitors to show the African women how to feed their babies, make better use of their foodstuffs, and improve the hygienic conditions of their homes. We need farm demonstrators to improve the poor methods of agriculture and stockraising. We need men and women to develop home and community industries. How shall we deal with this situation? How did you deal with it?

Unless I am mistaken the beginning of the home improvement movement is to be found in the Jeanes visiting teachers who, called into being by wise philanthropy and working in close co-operation with State officials, made the little rural schools the centre of community betterment. I was privileged twelve years ago and again last summer to spend some days with one of your best known Jeanes teachers—Miss Virginia Randolph. I have also had the advantage of paying two visits to the Jeanes School for Supervising Teachers at Kabete, an institution conducted by the Kenya Government in East Africa and aided by one of the American Foundations.

You here seem to have moved along far on the road of home betterment, so that the Jeanes teachers are tending more and more to become supervisors of teaching and to leave the improvement of the homes to the Smith-Lever and the Smith-Hughes extension workers. At Kabete we are at the beginning of things, and the splendid young couple, Mr. Dougall and his wife, are trying to impress upon the future supervisors the importance of hygiene, agriculture, native crafts, native folk lore, vernacular languages, and doing it with remarkable success. The point of attack on the evils of African life are the thousands of village schools scattered all over Africa, but these schools will never do their duty until they are properly supervised by sympathetic educators who understand that education is more than reading and writing and arithmetic. It seems clear that Africa cannot supply these supervisors in

sufficient numbers without help, and my second plea to you is to repeat the Kenya undertaking and to co-operate with either Government or missions or both in setting up twenty Jeanes schools in Africa.†

The little village schools supervised by Jeanes teachers will improve thousands of the oncoming generation, but what of the grown-ups? Where they are steeped in barbarism little can be done for them, but when they come into the white towns and villages they rapidly absorb western civilization, in both its good and its bad aspects. In South Africa as many Natives are civilized by mere contact with Europeans in urban areas as by definite instruction in our thousands of schools. Indeed to me Johannesburg with its 250,000 Natives is the greatest centre for civilization and mission work in the whole continent. It is no uncommon thing for a Native working in the gold mines to be converted, to attend one of the hundreds of inefficient unorganized night-schools in the compound, and to go back to his home and there start a little church and school. How eager these men and women are for instruction! How changed for good their lives become by a little effort on our part! The urban churches have done wonders; the Y.M.C.A. and similar clubs for men and women have not only kept Natives from ill-doing but have

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† The following is a provisional and suggestive list of places where institutions for the training of Jeanes teachers could be set up. All could be instituted within five years. Those marked with a star (\*) could be set going within twelve months:—

*Government* : \*Kabete (Kenya Colony), already in existence; Makerere (Uganda); Moshi or Morogoro (Tanganyika Territory); Mongoma (Zululand); Basutoland, Serowe or Machudi (Bechuanaland); \*Domboshowa and Tjolotjo (Southern Rhodesia); Congo Belge; Cameroons; Northern Nigeria; Southern Nigeria; Gold Coast; Sierra Leone; Liberia.

*Mission* : \*Mkomo (Nyasaland); \*Kafue (Northern Rhodesia); Portuguese East Africa; \*Lemana (Transvaal); Amanzimtoti (Natal); \*Lovedale (Cape); South West Africa; Portuguese West Africa.



given valuable opportunities for recreation and self improvement ; the adult night-school movement, particularly when organized and supervised as it has been in Natal, has benefited thousands. The field of adult education all over Africa has hardly been touched. Those European and American bodies which concern themselves with adult education will find nowhere a field which will yield a greater return than the cities and villages of Africa.\*

With the coming of the white man to make his permanent home in Africa the world problem of race adjustment has arisen. How are two races of such dissimilar traditions and civilizations to live together? What the answer will be time alone can tell, but already in South Africa race friction is developing very rapidly. As usual this friction is due chiefly to ignorance. The majority of the whites fail to see that a million and a half Europeans cannot shut themselves off from the four and a half millions of Natives in their midst. They do not yet realize that their own development, particularly in its economic aspects, is bound up with the development of the Natives. On the other hand, it is only a few of the more enlightened blacks who will admit that the coming of the white man with his higher civilization, his Christianity, his superior hygiene, and his better methods of cultivation and of manufacture, has been a blessing to the Native peoples. Resentment appears to be developing on both sides and the outlook is not promising. Luckily both whites and blacks in South Africa have a traditional respect for law and order, and if misunderstandings are removed rapidly a basis of adjustment may be found. It is interesting

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\* There is also the beginning of a new type of adult school—the night school on the farms for the adult Native employed during the day. The direction in which help could more usefully be given to these schools is in organization, direction and supervision. In some districts grants towards the payment of teachers' salaries may be necessary for a time.

to find that apparently without any communication between the two continents the bringing together of representative whites and blacks to discuss, to learn from one another, and to advise, has been a common plan. In South Africa, we have a dozen of these Joint Councils, as we call them, while in America I have recently had an opportunity of seeing something of the work of a few of your hundreds of Inter-Racial Committees, I believe we have one important thing to learn from your Committees, namely, that small practical local reforms such as the provision of better street lighting in the Negro section, the building of a swimming bath, the cleaning up of an insanitary or disorderly district, are more important than talk about large political issues such as segregation and the franchise. If, then, America can give us guidance in this matter and help us to organize our work on a practical non-political basis we shall be glad.\*

A further way in which America can help Africa is by undertaking in a formal and deliberate way to train African educators. Among our leaders of education in Africa, men trained academically in the best of our British and continental universities, we have many choice spirits eager to do their utmost for the black children committed to their charge. African education, however, needs to be more practical, more extended in scope and more flexible than is the generality of school work in Europe to-day. There are wonderful schools in Europe and great institutions for the training of teachers, but they do not seem to me to lend themselves so readily to the needs of Africa to-day as do some of the leading institutions in America and the schools

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\* The need in South and East Africa appears to be for grants towards organization and propaganda. The societies need to be visited from time to time by a paid official who will stimulate the groups to action on particular local needs and also keep the societies in touch with each other. In particular the development of a news service for the supplying of news items to the daily press is necessary.

of the Southern States. Our fine men and women need thorough training in the principles and practice of modern school work combined with a study of anthropology, sociology, phonetics and philology and religion. No place seems to offer these in so abundant and ready a fashion as my third *alma mater*--the Teachers' College of Columbia University. May I then plead with the representatives of that great foundation whom I see present at this gathering to organize a department to meet the needs of the educators of people of African cultures? If they do so it may be that in aiming at Africa they may hit Asia and perhaps other parts of America.\*

My time is nearly up, but before I sit down I wish to answer two questions which I am sure are on your minds. The one is no doubt something like this : Why should America be asked to help ? Cannot the Africans themselves and European governments undertake this duty ? The answer is that the Africans themselves and the European governments interested *are* doing their best, but both are handicapped by their lack of funds and by the lack of the unique experience which America has had. With one or two notable exceptions all the African dependencies are self-supporting, as far as assistance from the mother country is concerned. In other words, the Africans themselves are paying for their governments and for the benefits they are already receiving. For them to pay more to meet the needs mentioned above is at the present time impossible. Their ignorance and their low economic position forbid. Crushed as they are by the aftermath of the Great War, it is unreasonable to expect the European tax-payers to do more. It seems clear that without help from America the things I have spoken of cannot be done.

The second question in your minds might be : How

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\* The nucleus of a scheme already exists in the International Institute of Teachers' College.



are these things to be done? I would answer: Do in Africa as you have done in the Southern States. Work through the governments wherever possible. Where that is not possible, work through mission agencies approved of by the governments concerned. I have no doubt that the African will help himself still further, will lift himself by his bootstraps, to use your expressive American phrase, with a little encouragement from you. To prevent duplication of effort and overlapping it might be well to make one of your Foundations which has already established connections with America the agency through which you should work. For a start, at any rate, the obvious foundation seems to be the Phelps-Stokes Fund and the obvious agent that wise and devoted friend of Africa—Dr. Jesse Jones.

Ladies and Gentlemen, I have finished. As I look again at the map of Africa with which our host has so thoughtfully provided us, and which I have so inadequately used, I see again the great question mark which its shape suggests. To us indeed who live in that fascinating country, Africa is indeed a problem. To you, if one may judge from the activity map of one of your greatest Foundations, with its dotted Europe and its spotted Asia but its untouched Africa, it is a *terra incognita*. The fact that I am able to say again to you: 'Here is slavery': 'Here are disease and untimely death,' 'Everywhere is ignorance and misery': seem to me to constitute for you an opportunity and a challenge. *I leave it to you.*



PHELPS-STOKES FUND, 101, PARK AVENUE, NEW  
YORK.

Guests at dinner given by the Phelps-Stokes Fund  
in honour of Dr. Charles T. Loram, Hotel Astor, New  
York City, October 25th, 1926.

Mr. James Bertram, Secretary of the Carnegie Cor-  
poration.

Dr. Arthur J. Brown, Secretary of the Presbyterian  
Board of Foreign Missions.

Mrs. Arthur J. Brown.

Dr. Elmer Ellsworth Brown, Chancellor of New York  
University.

Dr. Otis Caldwell, Principal of the Lincoln School,  
New York City.

Mr. Thomas S. Donohugh, Secretary of the Foreign  
Missions Board of the Methodist Episcopal Church.

Dr. Stephen P. Duggan, Director of the International  
Institute of Education.

Mr. John R. Edwards, Corresponding Secretary of the  
Methodist Board of Foreign Missions.

Mr. Edwin R. Embree, Secretary of the Rockefeller  
Foundation.

Mr. Clark Foreman, Assistant to the Director, Phelps-  
Stokes Fund.

Mr. Clyde Furst, Secretary of the Carnegie Foundation.

Dr. George E. Haynes, Secretary, Commission on Inter-  
Racial Relations, Federal Council of Churches.

Mr. John Sherman Hoyt, Trustee of the Phelps-  
Stokes Fund.

Dr. Mordecai Johnson, President of Howard University,  
Wash. D.C.

Mrs. Thomas Jesse Jones.

Dr. F. P. Keppel, President of the Carnegie Cor-  
poration.

Mr. A. E. LeRoy, Principal Amanzimtoti Institute,  
Durban, Natal.

Dr. P. H. J. Lerrigo, Secretary, Baptist Foreign Missions  
Board.

Mr. Robert M. Lester, Assistant to the President,  
Carnegie Corporation.

Dr. C. T. Loram, Member of Native Affairs, Com-  
mission of the Union of South Africa.

Mrs. C. T. Loram.

Dr. Paul Monroe, Director of the International Insti-  
tute of Education, Teachers' College.

Mr. Leslie M. Moss, Assistant Secretary, Foreign Mis-  
sions Conference of North America.

Mr. George Foster Peabody, Banker and Philanthropist.

Mr. George A. Plimpton, New York Colonization  
Society.

Mr. John A. Poynton, Trustee of Carnegie Corporation.

Mr. David A. Robertson, Assistant Director, American  
Council on Education.

Dr. Wickliffe Rose, President International Education  
Board.

Professor Johnston Ross, Union Theological Seminary.

Mr. L. A. Roy, Office Secretary of Phelps-Stokes Fund.

Dr. William F. Russell, Associate Director International  
Institute of Education, Teachers' College.

Dr. William J. Schieffelin, Chairman, Trustees of  
Tuskegee Institute.

Mr. James L. Sibley, Educational Adviser, American  
Missionary Societies in Liberia.

Dr. Anson Phelps Stokes, President of the Phelps-  
Stokes Fund.

Mrs. Anson Phelps Stokes.

Miss Helen Phelps Stokes, Trustee of the Phelps-  
Stokes Fund.

Mr. Fennell P. Turner, Secretary, Foreign Missions  
Conference of North America.

Dr. George E. Vincent, President of the Rockefeller  
Foundation.

Dr. A. L. Warnhuis, Secretary, International Missionary  
Council.

Mr. Max Yergan, International Secretary of the  
Y.M.C.A., assigned to the Union of South Africa.

DATE DUE

JUN 30 '78			

